



The Analysis of Listening Anxiety of Advanced Listening Class Students of English Department in Universitas Negeri Padang

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Abstract

Plenty of students in Department of English in Universitas Negeri Padang have experience of anxiety in advanced listening classes. Based on the observation, related with the anxiety during the listening class, they cannot comprehend the listening very well and it results toward listening anxiety. As a result, every time listening class begins; most students tend to have the perspective that they cannot do the listening practice due to their anxiety. That is why this research needs to be conducted. The aim of this research was to analyse the listening anxiety of the students in Advanced Listening class of the English Department. This research used qualitative research and the population was from all the students who were having Advanced Listening class. The sampling of this research was purposive sampling by using sample 50 students from class K1-K5 in batch 2018 that took advanced listening class. The data were collected through questionnaire and interview. This result of this showed that the students' anxiety resulted from the students' factor and had high anxiety level when they were in the advanced listening class and there were two other factors that caused the listening anxiety. They were listening to material and lecturers' factor. So, it is known that no matter the level of listening skill they are in, the students still keep the high level of listening anxiety.

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INTRODUCTION

Language is very pivotal to be learned due to the importance of communication, especially for second language learning. In EFL language learning, mostly the students feel anxiety when they come to the class. According to (Horwitz, Horwitz, and Cope, 1986, p. 126), "one-third of all language learners have experienced the language anxiety." Most of the students in language learning class have a tendency that learning the second language is rather difficult and it will result toward their anxiety with learning the second language even they will feel anxiety before coming to the class.

The analysis toward the language anxiety had been done by many researchers in their articles, such as Elaldi (2016) that discussed foreign language anxiety levels of students, Han (2013) that discussed about the foreign language anxiety connected to the factors of foreign language anxiety and how to solve this problem. Then, Lababidi (2016) discussed about the perspectives, the experiences that the students had when they were in the language class, and how the students conquer the problems of anxiety they had in the class, Karunakaran, Rana, and Haq (2013) that discussed about the factors which occurring the anxiety of language of the students and the ways to defeat the problem. Halder (2018) discussed about the relation of English language anxiety and academic achievement, Horwitz (2001) who discussed the language anxiety and academic achievement. Lastly, Kralova (2016) that discussed about the language anxiety specifically in terms of the characteristics, factors, causes and the others related with language anxiety.

In relation toward the language skills, there is one specific skill to be researched. That is listening skill. Listening is one of the skills that must be achieved in English learning. The students have to perceive the listening skill in order to be easy for the rest of the other skills, such as speaking, reading, and writing and for the effectiveness of communication. Unluckily, whilst studying the listening subject at class, based on the observation, most students are anxious and it is called listening anxiety. Listening anxiety is the feeling of the tension, nervousness, and worry that are related with the nervous system of humans (Rahimi and Soleymani, 2015, p. 153). Plenty of students have the perspective that while listening, they have anxiety because they have to be discreet in order to comprehend the messages from the audio. This is also confirmed by Pan (2016) that there are three main factors for the students' listening anxiety and they are listening material, lecturers' factor, and students' factor.

The first factor is listening material which is associated with the unknown or unfamiliar words and the fast speech rate of the speakers. The second factor is related with the lecturers' factor. This lecturers' factor is linked inextricably with the way or manner of the lecturers teaching the students. The anxiety of the students occurs due to the unenjoyable atmosphere in the class and the lecturers too focused and rarely create the humours or jokes for the students. The last factor is closely related to the progress of the students whilst studying, the output, such as evaluation and performance, and mind drifting. Most students tend to lose concentration and it results to lose the information while listening to the audio. Due to those kinds of factors, it results toward their anxiety in listening skill.

The analysis related with listening anxiety had been done by many researchers. First, Erlina, Inderawati, and Hayati (2016) discussed the influence of listening anxiety toward the listening comprehension of the students and how the contribution of listening strategies and listening anxiety of the students related with the listening comprehension of the students. Second, Golchi (2012) investigated the listening anxiety and the relationship with listening strategy and listening comprehension of the students. Third, Marzec-Stawiarska (2013) researched about factors and causes of listening anxiety in foreign language class.

Fourth, Serraj (2015) discussed the factors of listening anxiety and the way to reduce the listening anxiety of the students. Fifth, the research done by Otair and Aziz (2017) that discussed about the impact of listening anxiety toward the students and the

students' perspectives of it. Sixth, Sawalha (2016) that researched about how the listening anxiety affected the students' listening process during the class. Lastly, Rahimi and Soleymani (2015) did research about the impact of mobile learning toward the students' listening anxiety and listening comprehension. Different with the previous researches, this research has obvious gap which is disparate from the other researches. The previous researches tended not to focus in choosing the population and the sample which is in the advanced level of listening and also toward the level of listening anxiety. Compared to the other researches, this research has specific population and sample which were taken from the advanced listening class and there were no other researchers who did the research listening anxiety in advanced listening class and specifically mentioned the level of listening anxiety.

Based on the researches done by all researchers above, this research is related with listening anxiety and the researcher had intention to analyse the factors and level of listening anxiety of advanced listening class. As it had been known, the students had gone through three levels of listening skills, such as basic, intermediate, and advanced listening skill. During their experiences in those classes that they had gone through, the researcher wanted to see whether the students still had the anxiety in advanced listening class based on the factors and the level obtained by the students in advanced listening class.

METHOD

This research aimed to know the factors and the level of listening anxiety faced by the students of the advanced listening class. In this research, the researcher used qualitative research in the form of a questionnaire and interview.

For the population of the research, there were 5 advanced listening classes taken for this research. They were K1-18, K2-18, K3-18, K4-18, and K5-18. The sample taken for this research was 50 students. The sample was taken from each class on the amount 10 students per each class and based on the level of listening anxiety of the students.

The type of sampling in this research used purposive sampling. Purposive sampling is sampling taken based on the researcher's needs and there is a specific purpose within it. This type of sampling is for the people who have deep knowledge and have the experience of their major. For example, for the students who already taken the highest level of listening skill or advanced listening skill. So, the researcher wanted to know whether the students have the anxiety in listening or not and the factors and level of the anxiety of the students in advanced listening.

In this research, the instruments used were Foreign Language Listening Anxiety Questionnaire (FLLAQ) adopted from Marzec-Stawiarska (2013) and Horwitz (2008) and interview adopted from Horwitz (2008) to know the anxiety of listening of the students in advanced listening class. The questionnaire has seven categories and it had been shorted into three categories that were adopted from Pan (2016). He used 3 categories and provided with an explanation of each category. The first category is listening material which is related to time in listening, unknown words, and speed of the speech. The second category is lecturer's factor which is related to lecturer's manner in the class. The third category is students' factor which is related to the students' progress, knowledge, learning strategies, and output.

Table 1. The category

No	Category	Numbers
1	Listening material	2, 3, 7, 10, 17, 20, and 23
2	Lecturer's factor (e.g. manner of the lecturer that can increase anxiety)	25, 33, 34, 46, 47, 48, and 49
3	Students' factor, (e.g. related with their progress in listening)	1, 5, 6, 9, 14, 15, and 24

Table 2. Foreign Listening Anxiety Level

No	Level	Score
1	Low	33-75 points
2	Middle	76-120 points
3	High	121-165 points

(Source: Horwitz, 2008)

For the interview, on the perspective of Cohen, Manion, and Morrison (2007, p. 349), interview is a flexible tool for data collection which uses all multi-sensory channels, like verbal, non-verbal, spoken, and heard. Interview is intersubjective which means the interview is enabling the interviewer and interviewee to discuss their interpretation toward their each perspective of something that they discuss about. By using this tool, the perspective of the factors of listening anxiety faced by advanced listening classes can be easily portrayed. The researcher can know directly from the students who learn in advanced listening classes, the factors of their listening anxiety and they can give more contribution toward the collection of data.

In collecting the data, the researcher used Listening Anxiety Questionnaire adopted from Marzec-Stawiarska (2013) and Horwitz (2008) and a list of questions in interview adopted from Horwitz (2008). In collecting the data of questionnaire, the researcher gave the questionnaire through Google Form or link that they filled with the rating scales type ranged from strongly disagree (1) until strongly agree (5). The college students of advanced listening classes filled that based on the time provided by the researcher. Then, if they had finished in filling both of the questionnaires, they submitted it toward the researcher. Lastly, the researcher analysed the factors and level of listening anxiety of students.

In collecting the data of interview, the researcher called 10 students of each class to be interviewed deeply about the factor and the level of listening anxiety they have in advanced listening classes. Then, the researcher recorded the interview. Lastly, the researcher typed the transcript of the recording and matched the interview result with the result of the questionnaire.

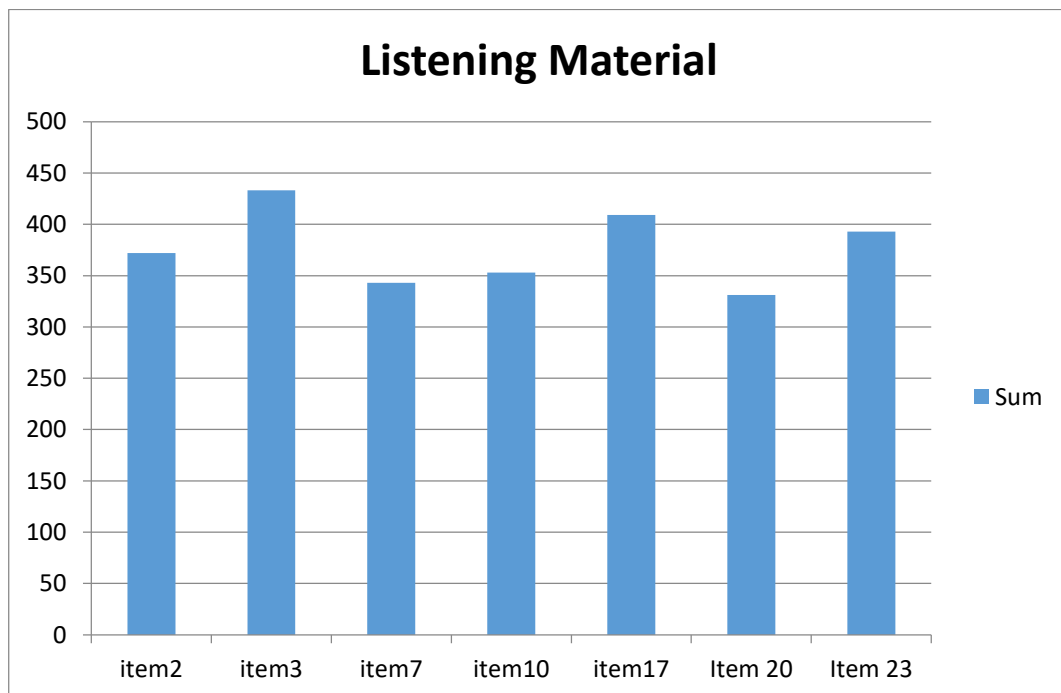
RESULT AND DISCUSSION

1. Result

From the data obtained from the questionnaire and the interview, the results of this research were varied into 2 divisions and they were factors and the level of listening anxiety of advanced listening class in education programme. From 50 sample of students of advanced listening class that was taken by interview, the students were asked further more about the factors that varied into 3 factors (listening material, lecturer's factor, and students' factor) that lead toward their anxiety in listening. Each explanation toward the factors of listening anxiety tended to go toward the long explanation of why they obtain anxiety during listening class and show their listening anxiety related to the questions asked by the researcher related to the factors. The result was the students had a tendency to choose factor of themselves which indicate that they feel insecure if their mind is drifted even a while whilst listening toward the audio. Then, the research of questionnaire, the level that they obtained was in high level or the number was over 150 for the level of their anxiety. The result of the questionnaire can be seen from these bar charts in terms of factors and level and added by the deep interview with the students.

Indicator 1. Listening Material

- Item 2 : Pronounce word differently from the way the students pronounce it.
- Item 3 : Fast speed of speaking.
- Item 7 : The students are anxious if they do not see the facial expressions.
- Item 10 : Listening without written text.
- Item 17 : Anxious when listening not in the students' pace.
- Item 20 : Anxious when listening to the native speakers on the phone or imagining that thing happens.
- Item 23 : Feel stressful when finding the unknown words or grammar structures.



Listening material is the material used in the listening skill, especially audio used in the listening class. However, listening material is one of the factors that causes the increasing level of listening anxiety in advanced listening class. It occurs due to the nature of speech in listening and unfamiliar topic listened by the students, and the unfamiliar topic of the listening material (Pan, 2016, p. 13).

As it could be seen in the bar chart, the students mostly preferred item number 3 (433 points) which increased their anxiety toward listening skill in advanced listening skill, especially in listening material indicator. In statement 3, it was said that if the people in the audio spoke too fast, they might not understand of what they were saying. They thought it made them feel not competent in their listening material which tended to make them did not understand what the people were saying in the audio because they spoke too fast and as the result, the students could not catch any idea of the audio.

The result was also backed up with a deep interview with the student.

Datum 1:Based on the interview with respondent 1.

*Q= Question

*R= Respondent

Q= Do you find it hard to understand people while they use different pronunciation in saying words?

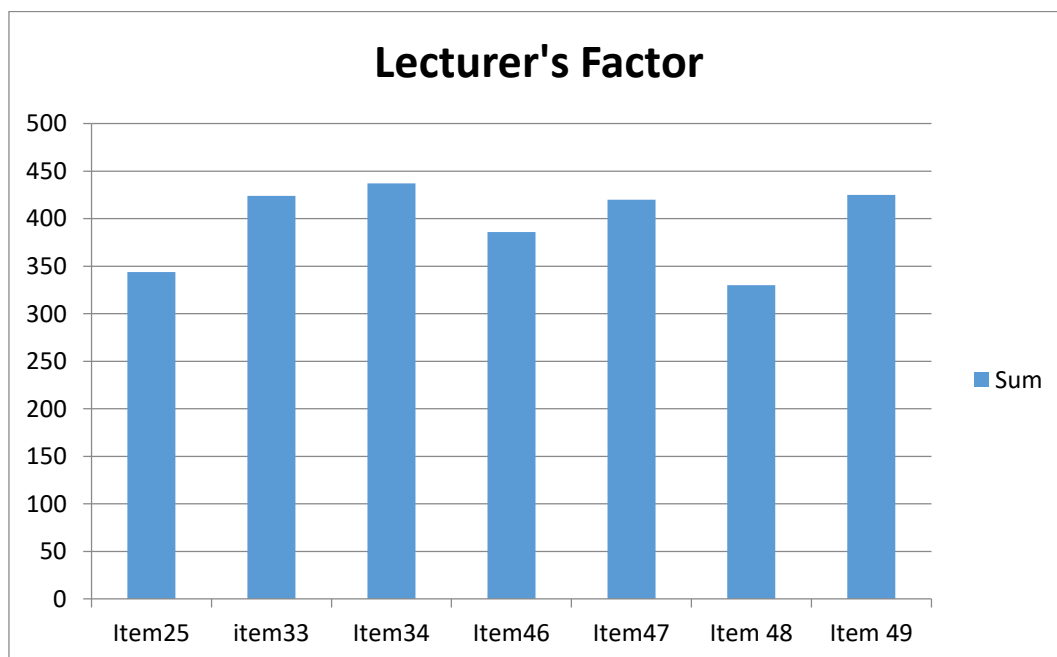
R= Yes, I do because it is very difficult to understand them due to the unfamiliar pronunciation or dialect of the people. I cannot really understand them because the way usually I pronounce words are very different with the way they usually say the words. But, I try to understand it by thinking the synonym words that are same with those words they say, then. (Ya, benar karena itu sangat sulit untuk mengerti mereka karena cara pengucapan yang tidak familiar atau berbeda dari mereka. Saya benar-

benar tidak bisa mengerti mereka karena cara biasanya saya mengucapkan kata berbeda dengan cara mereka biasanya mengucapkan kata. Tetapi, saya mencoba untuk mengerti hal tersebut dengan memikirkan kata-kata yang mempunyai persamaan dengan kata-kata tersebut).

From the datum 1 above, it could be explained that the respondent felt anxious when she hardly recognized the difference of pronunciation people had other than hers. She had anxiety because she thought it was very difficult to really understand the people who really had different pronunciation from her because it could make her felt confused and did not know what to say toward the people. For example, one of the person tell the word “considering” by saying /considering/, otherwise from the perspective of the respondent, it is said /considering/.

Indicator 2. Lecturers’ Factor

- Item 25 : Lecturers’ manner.
- Item 33 : Lecturers openly show frustration when not knowing the answer.
- Item 34 : The students feel anxious when they are evaluated.
- Item 46 : When the lecturers speak in foreign language, the students are anxious they do not understand.
- Item 47 : The students are worried if they do not know what the lecturers is correcting.
- Item 48 : The students are worried if the lecturers are ready to correct every mistake.
- Item 49 : The students feel uncomfortable around native speakers.



Lecturer factor is related with the way the lecturer guides and teaches the class. The way the lecturer leads the class is going to affect the level of the anxiety of the students in the class (Serraj, 2015, p. 5). For example, when the lecturer is too serious with the lesson, it might make the students feel anxiety and worried that they will be not fine in the class, otherwise, if the lecturer is humorous and calm, it makes the students feel comfortable and have less anxiety. It also happens in the situation when the students are given a question by the lecturer and they do not answer it correctly. The lecturer can be either disappointed and it is going to raise the level of anxiety of the students or the lecturer can be merely calm and explain clearly what the mistake made by the students and it results toward the less anxiety of students.

From the data above, it could be known that the students got anxiety mostly because of the factor number 34 (437 points). It was stated that the students were worried that they obtained the poor grade when they were evaluated by the lecturers.

This result was also supported by the interview with the subject.

Datum 2: Based on the interview with respondent 3.

*Q= Question

*R= Respondent

Q= Do you feel uneasy when lecturer shows their frustration when you do not know what to answer for the questions?

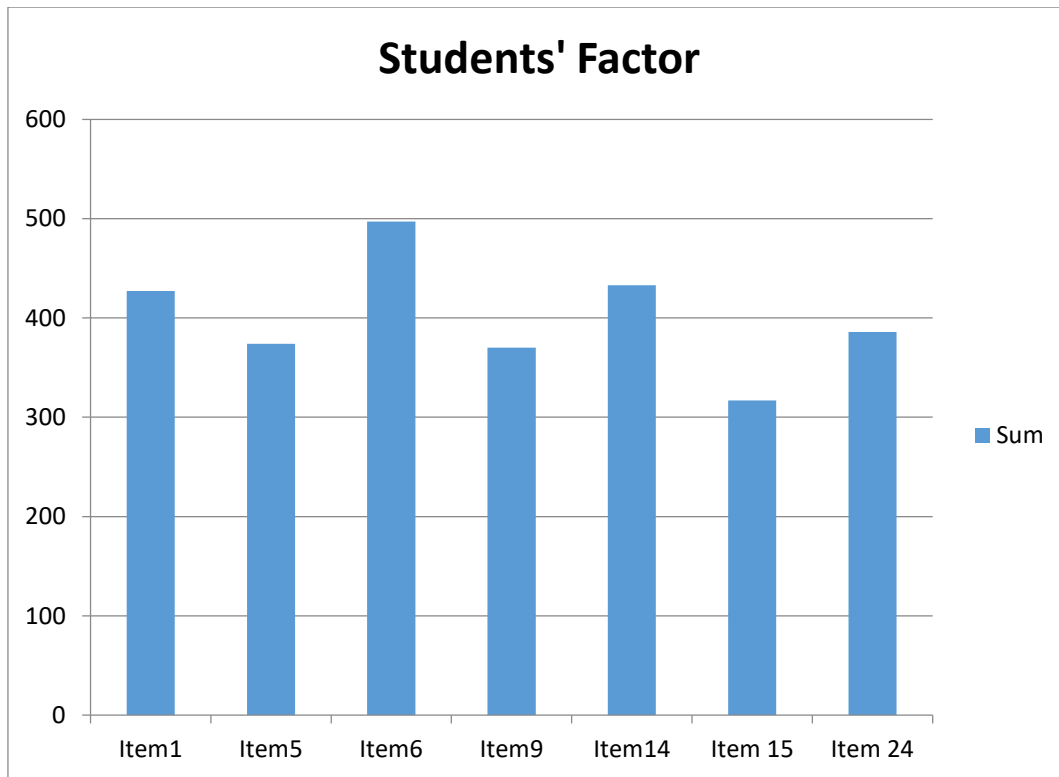
R= In my perspective, yes, I am going to be so frustrated when the lecturer shows the behaviour like that in front of me. It feels like the lecturer tries to let me down. It is all right for me when the lecturer behaves like that only face-to-face me, but I do not want to be treated like that in front of many people, like my friends because it will make me embarrassed like I am the fooliest person in the class. (Dalam sudut pandang saya, iya, saya akan sangat frustrasi ketika dosen saya menunjukkan perilakunya itu di depan saya. Hal tersebut terasa seperti dosen mencoba untuk mengejek saya. Tidak apa-apa untuk saya ketika dosen bersikap seperti itu hanya empat mata dengan saya, tetapi saya tidak ingin diperlakukan seperti itu di depan orang banyak, seperti teman saya karena itu akan membuat saya malu seperti saya adalah orang yang paling bodoh di kelas).

It could be explained that the respondent felt like she had much anxiety toward that kind of lecturers' behaviour. She thought it was going to make her sad, embarrassed, and scared in listening class. She thought that the lecturer was not supposed to do that toward the students. If the lecturer did it, it had to be face-to-face with the student itself, but if the lecturer did it in front of many people or friends, it was going to make her embarrassed and she thought that the lecturer did not support her.

Indicator 3. Students' Factor

- Item 1 : Stuck on one or two unknown words.
- Item 5 : Guess the missing part.
- Item 6 : Mind drifting.
- Item 9 : Differentiating the words.
- Item 14 : Little time to think.
- Item 15 : Translating words whilst listening.

Item 24 : Do not understand what the speakers are saying.



Students' factor is strongly related with the students' self. It is interconnected with the way the students manage themselves in listening class, such as their ability, self-esteem, motivation, and most important is the interest of the students toward listening (Pan, 2016, p. 13). The more the students have no interest in listening, they are going to have an empty brain when they come toward the class because they have no idea what to do during the listening lesson runs and when they have task, they might have worried that they do not know what to do with that and it results with the lack of ability in listening comprehension.

In indicator 3, the students tended to choose number 6 (500 points) as their factor for increasing their anxiety. They were afraid that they couldnot catch the important information or idea if they were distracted by the other things that could let their mind drifted from listening to the audio. It could make them have anxiety that much because they had no idea what they were listening to even they were merely distracted for a while. So, the students had to stay focused when listening toward the audio.

The result was also proved by the interview of the respondent.

Datum 3:Based on the interview with respondent 7.

*Q= Question

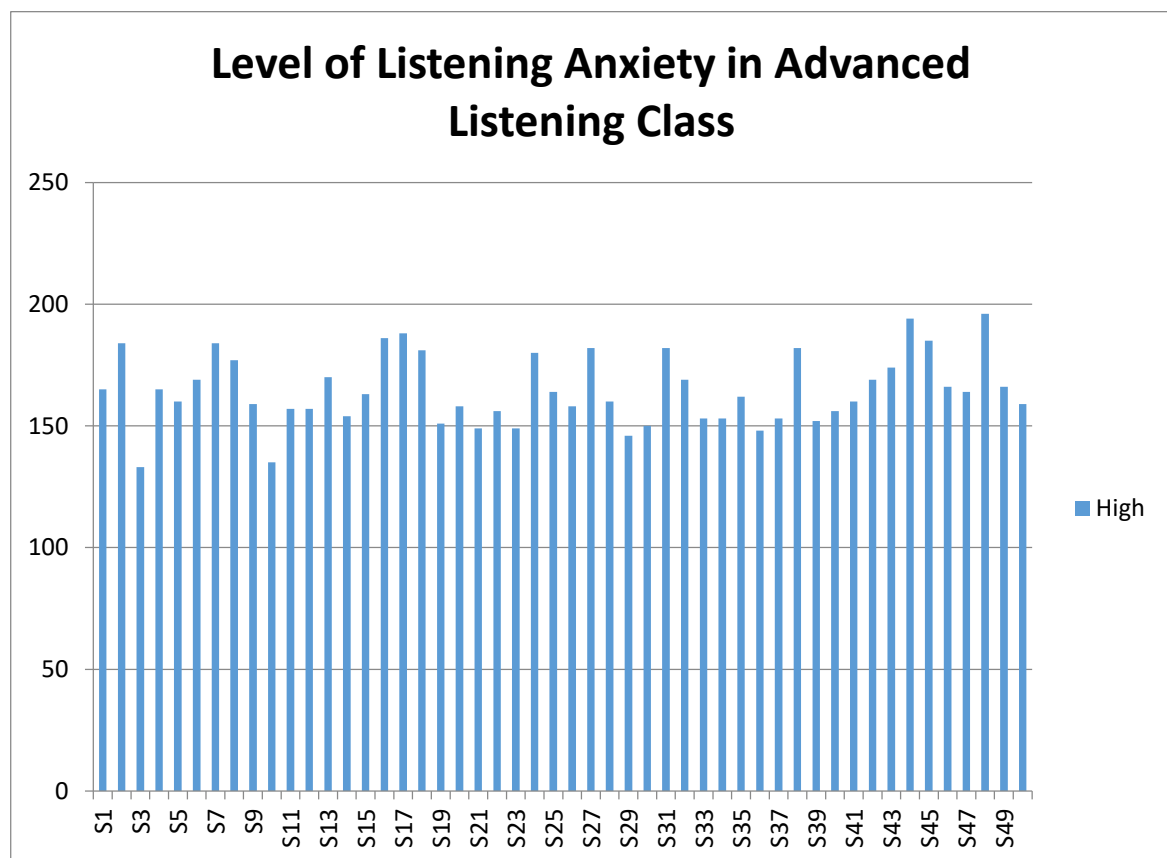
*R= Respondent

Q= If your mind is distracted to the other things, will you feel missing the important information while listening?

R= Yes, I will. If I even think the other things while listening, I will lose the important information of listening even a second. I will do not know what to fill in the paper. Even if I focus, I still lose the point of listening itself. So, the way in order not to lose that is I really have to keep my concentration and focus and I think that is the only way.(Iya, saya akan merasa kehilangan informasi. Jika saya berpikir hal yang lain ketika mendengarkan bahkan sedetik saja, saya akan kehilangan informasi yang penting. Saya tidak akan tahu apa yang akan diisi di kertas.Walaupun saya fokus, saya masih kehilangan poinnya. Jadi, cara untuk tidak kehilangan informasi adalah dengan tetap berkonsentrasi dan fokus).

From the datum above, it couldbe concluded that the students were very often losing the important information while listening. They lost that because they sometimes thought about the other things other than listening or day-dreaming of something, then the students lost the points of the listening itself. According to the respondent, he thought that he had to stay focused while listening in order to get the important information of listening audio.

This is the level of listening anxiety faced by the advanced listening class students based on Foreign Language Listening Anxiety Questionnaire adopted from Marzec-Stawiarska (2013) and Horwitz (2008).



From the bar chart above, it could be seen that mostly of the students in advanced listening class had high listening anxiety.

2. Discussion

From all the purposes of this research, the previous researches were done by several researchers who researched the listening anxiety of students, it can be interpreted that this research is different in terms of the sample and the precise level of listening skill observed. In the other researches, the sample was taken generally and the researchers did not have any intention toward one of the exact level of listening skill itself. Also, in one of the researches, the students did not have any listening anxiety in the class even if they were still in freshmen of English majors as stated in Lili (2015) that the students only experienced a little listening anxiety during the class lasts.

For the factors of listening anxiety, compared with other researches, it was found that most of the factors could be related toward this research, such as from the fast speakers talk in the audio, the way the lecturers teach, and also the way the students listen toward audio whether they have full concentration or not.

1. The Causal Factors of Listening Anxiety of Advanced Listening in English Language Programme

Based on the result of listening anxiety level obtained by advanced listening students in English Education Department of English Department, there were 3 main factors that caused the listening anxiety of the university students. They were listening material, lecturers' factor, and students' factor that are explained further in the following paragraph.

From the previous research done by Serraj (2015) for the first factor in indicator 1 (listening material), she mentioned that the nature of speech is one of the crucial factor that increases the anxiety of students. Derwing and Munro and Jensen and Vinther in Serraj (2015) stated that speech rate is one of the factors that increases the anxiety of students in listening class. Serraj (2015) mentioned in her study one-third of the participants were reported in her study that the nature of speech was a source of the anxiety itself. It is also mentioned in the research done by Lababidi (2016) that fast speech rate is one of the factors that increase the anxiety of the students in listening class. It was stated in the result of him that the interviewee said that "If the teacher speaks too fast, I cannot really comprehend or understand what she is saying, but if the teacher in a slower rate, I can understand what she is talking about generally."

In relation with the result, specifically, second and third highest item number, were indicated with the pronunciation and the grammar or words. The second item number is associated with the accent of the speakers. The finding is in line with the research done by Otair and Aziz (2017) which stated that most students felt anxious when they listened toward the way the speakers said the words or their pronunciation which was weird for them to listen. It is also stated by Serraj (2015) that most students felt worried due to the difference of pronunciation that they got used to it which had been eased by the lecturers and the accent brought by the speakers in the audio. At the end, the students could not understand or perceive any information spoken by the speakers in the audio.

In connection with the third item, the finding is also in line with the research done by Pan (2016) that the students had high listening anxiety when they found the unfamiliar words or grammar structures. When there was more complex syntax, it resulted into the listening anxiety of students. This happened due to the lack of knowledge or language proficiency of students. According to Sawalha (2016) and Otair and Aziz (2017), the students feel more anxious if they do not comprehend the English syntax or grammar structure, specifically in listening skill. It is also supported by the research of Marzec-Stawiarska (2013) in terms of knowledge-related factors. When the students were lack of background knowledge in grammar structure, the listening anxiety of students inclined. She found that 48% felt unfamiliar for the words or grammar structures due to the inadequate knowledge.

For the second indicator (lecturers' factor), the research that had been done by Lababidi (2016), he stated one of the factors that increased the anxiety of students in listening class was about the native speakers and non-native speakers lecturers aspect. From the interview results, he stated that one-third students paid attention toward the preferred lecturer in choice of native speaker and non-native speakers. From the result of the interview of the two interviewees (the non-anxious student and the anxious student), they had different perspectives for that. The non-anxious student said that "I prefer native speakers as my lecturer compared to non-native speakers because they are knowledgeable and they have good accent that someday I can be able to speak like that." The anxious student said that "I prefer the non-native speakers as my lecturer because I can understand better and they can translate toward my native language and helpful for my grammar and vocabulary." Also, according to Otair and Aziz (2017), they stated that the way the lecturer teaches really affect the level of anxiety of students. For example, when the lecturer is tough toward the students, then it is going to make them stressful in the class.

Not only those two indicators in lecturers' factors that inclined the students' listening anxiety, but also the evaluation and the frustration shown by the lecturers in front of the students. In term of evaluation, according to Marzec-Stawiarska (2013) that 68% of the students, they really concerned with their evaluation. They are anxious to obtain bad evaluation from the lecturers. In relation with the manner of lecturers in showing frustration to the students, it was found in Serraj (2015) in term of instructor. When the students did not have capability in listening as the expectation of their lecturers, it increased the students' anxiety even when the students did not know or acknowledge the answer of questions given by the lecturers. It is also stated in Serraj (2015) that the students feel better and enjoy the class much if the condition of the class is friendly and that is the responsibility of the lecturers to make it less anxiety for the students. If not, it is going to make the students feel tense and do not enjoy the listening class.

For the last indicator (students' factor), the researches related with it had been done by Serraj (2015) and Marzec-Stawiarska (2013). From the research done by Serraj, she stated that if the topic is unfamiliar, it is very difficult for the students to understand what the people are talking about. Therefore, it results toward the bad concentration of the students during the process of listening. From the research done by Marzec-Stawiarska, she stated that in process-related factors, mind drifting was the highest factor that increased the anxiety while listening. The students tended to have

anxiety when they were listening and their mind was drifted to another thing that make their concentration was bad toward the audio that was playing. In her research, the item mind drifting was the highest statistics compared to any other items in the process-related factor. The percentage was 65% for this item. Also, in Otair and Aziz (2017), they stated that if the students lost their concentration, it would make them lose the information of listening to itself and it was related to their anxiety. The last related research is Pan (2016) stated that the students missed the important ideas of listening if they were in the condition of empty mind and sometimes when they took a note while listening, it was going to make them lose the information.

Not only mind drifting and loss of concentrations that affect the students' listening anxiety, but also the limited time is given to the students in answering the questions. According to Serraj (2015) that the lack of time was the factor that increased the listening anxiety of students in class. And also, when they were in test, they did not have any second chance to repeat the audio from the beginning and it influenced toward the students' ability in answering the questions correctly. It is also supported by Otair and Aziz (2017) in term of the nature of listening comprehension which indicated the limited time as the problem for the students in listening class. As it has known, when the students are listening to the audio, they attempt to focus and when answering the questions, most students feel doubt when to fill the answer sheet and they believe that the time given is very limited and most students ask for the second chance. Unluckily, it does not happen because audio is merely played once.

It can be concluded that the students have the 3 most influential factors that can increase the level of their listening anxiety, so for further research, it is suggested to discuss about listening anxiety deeply. By discussing this, it can be implicated that the factors of listening anxiety are very considerable due to the high level of listening anxiety of students.

At last, for the applications of this research toward the real application are, firstly for the material of listening, the lecturers have to pay attention too toward the capability of students for having the slow, medium, or high rate of speed and for the lecturers who teach the class in order to have such a good humour so that the class will not be in tensed situation and can make the students feel relaxed. Also, the students must pay attention much toward the capability in listening by doing exercise before they come to the class in order to reduce the listening anxiety whilst the class lasts.

2. The Level of Students' Listening Anxiety

This research was conducted for advanced listening in English Education Department of English Department at Languages and Arts Faculty. The research used FLLAQ (Foreign Language Listening Anxiety Questionnaire) adopted from Marzec-Stawiarska (2013) and Horwitz (2008). Based on the obtained data of FLLAQ about the level of listening anxiety, the result showed that the level of listening anxiety of students of advanced listening in English Education Department of English Department was in a high level.

This finding is in line with the previous research done by Sawalha (2016) that was about the listening anxiety of Jordanian students in English Language at Jerash University. This research used FLLAS (Foreign Language Listening Anxiety Scale) as a questionnaire instrument to acknowledge the students' listening anxiety level. It

was found in this research that the students had high listening anxiety level. There were 43 or 71.7 percent respondents experienced high listening anxiety level. The result of research done by Sawalha in 2016 was also found in this research that most of the students in the advanced listening class experienced high level of anxiety. This result is also based on the factors as mentioned above stated in Pan (2016) that students experienced anxiety due to three factors; material factor, lecturers' factor, and students' factor.

CONCLUSIONS AND SUGGESTIONS

Based on the results obtained above, it can be concluded that the highest factor obtained that affected the listening anxiety of advanced listening class students coming from themselves or it is called students' factor. Also, the level of listening anxiety had by the students of the advanced listening class was high.

Based on the conclusions stated above, the suggestions of the way to reduce the listening anxiety of the students are as follow:

1. For students

It is suggested that the students have to realise the symptoms of listening anxiety itself in order to be solved properly. Also, the students also have to try to reduce the anxiety of listening by trying the listening practice as much as possible in order to make them are prepared in the class and do not have any worried left in the class.

2. For lecturer

It is recommended for the lecturers to try to reduce the listening anxiety of students during the class lasts. The lecturer can start by creating the atmosphere of class that is enjoyable and make the students want to learn listening more and do not have any anxiety again toward listening. Also, the lecturer has to try to be a humorous person in order to reduce the listening anxiety in the class.

3. For the next researchers

It is suggested for the next researchers to do the further research related with the way to reduce the listening anxiety of the students and how the lecturers have to behave during the listening class lasts to reduce the anxiety of the students. It is also suggested that the future researchers to do more research related with the factors and the level of listening anxiety faced by the advanced listening class students because even though the students have been in advanced level, it does not mean the anxiety of them is low.

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